

# Unit 2: Vocabulary Instructional Routines

TEXAS  
**TALA**  
ADOLESCENT  
LITERACY  
ACADEMIES

## Module 1: Selecting Words

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# Participant Notes



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## Unit 2: Vocabulary Instructional Routines

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### Module 1: Selecting Words

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## Vocabulary Instructional Routines

Module	Title
1	Selecting Words
2	Pronouncing and Defining Words
3	Generating Examples and Nonexamples

TALA

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## Objectives

- Understand the importance of preteaching critical vocabulary to struggling readers.
- Distinguish between common, academic, and content-specific words.
- Identify appropriate academic and content-specific words to teach.

## Why Should We Focus on Vocabulary?

The relationship between students' vocabulary knowledge and their reading comprehension increases as they advance in grade levels.

*(Snow, 2002)*

## Why Should We Focus on Vocabulary? (cont.)

- Vocabulary knowledge is an especially important factor in the reading comprehension and performance of English language learners.

*(García, 1991; Grabe, 1991; Laufer & Sim, 1985; McLaughlin, 1987)*

- For English language learners, the “achievement gap” is primarily a vocabulary gap.

*(Carlo et al., 2004)*

## Types of Vocabulary

### Common Words

- Basic
- Conversational

### Academic Words

- High function
- High utility
- Frequently occurring in academic settings

### Content-specific Words

- Highly specialized
- Related to a specific discipline
- Not frequently encountered

## Examples of Words

Common Words:	Academic Words:	Content-specific Words:
<ul style="list-style-type: none"> <li>– Circle</li> <li>– Eight</li> <li>– Letter</li> <li>– Money</li> <li>– Mountain</li> <li>– New</li> <li>– Share</li> <li>– Together</li> <li>– Warm</li> <li>– Yellow</li> </ul>	<ul style="list-style-type: none"> <li>– Contrast</li> <li>– Dominant</li> <li>– Equate</li> <li>– Infinite</li> <li>– Legitimate</li> <li>– Luxury</li> <li>– Prohibited</li> <li>– Provoke</li> <li>– Reluctantly</li> <li>– Sequence</li> <li>– Similarly</li> </ul>	<ul style="list-style-type: none"> <li>– Amoeba</li> <li>– Dénouement</li> <li>– Détente</li> <li>– Hypotenuse</li> <li>– Jacksonian</li> <li>– Morpheme</li> <li>– Onomatopoeia</li> <li>– Plebiscite</li> <li>– Sine</li> <li>– Trapezoid</li> <li>– Zygote</li> </ul>

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## Classifying Words

Common Words:	Academic Words:	Content-specific Words:

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## Preteach the Academic and Content-specific Words

- New words not common to oral language
- Mature or more precise labels for concepts already under the student's control
- Abstract words and words not easily pictured
- Words that require background knowledge for concept development
- Multiple-meaning words

## Selecting Vocabulary Words to Teach

- You may not be able to teach directly all of the academic and content-specific words you identified.
- Consider which of these words to:
  - Define for the students
  - Teach using an extended instructional routine

## How Many Words Should Be Taught?

- Students need to learn about 3,000–4,000 words per year to maintain average vocabulary growth.

*(Baumann & Kame'enui, 2004)*

- Many students with low vocabularies need to learn more words to make progress toward catching up with their peers.
- **Students must learn through direct instruction and incidentally through exposure and wide reading.**

## Brief vs. Expanded Instructional Routine for Vocabulary

### Brief Routine

1. Selecting the words to teach
2. Pronouncing and defining the words

### Expanded Routine

1. Selecting the words to teach
2. Pronouncing and defining the words
3. Generating examples and nonexamples



## Planning for Vocabulary Instruction

- When deciding whether to use the expanded instructional routine, consider whether the word is:
  - Critically important for comprehension
  - Frequently encountered
  - A multiple-meaning word defined differently in other contexts

## Summary

- Understand the importance of preteaching critical vocabulary to struggling readers.
- Distinguish between common, academic, and content-specific words.
- Identify appropriate academic and content-specific words to teach.

# Reflection Log



## Selecting Vocabulary Words

Think about how you might use the information presented in this module to plan instruction and support students' academic literacy needs.

- What seemed particularly useful to you?
- What ideas were new and interesting?
- What confirmed or challenged your previous beliefs?
- What questions do you still have?